G5
A2:1991/93
c.3

1991 • 1993
Biennial Report
NORTH CAROLINA PUBLIC SCHOOLS

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
BOB ETHERIDGE, STATE SUPERINTENDENT



Digitized by the Internet Archive
in 2012 with funding from
LYRASIS Members and Sloan Foundation

http://archive.org/details/biennialreporto199193nort

1991 • 1993
Biennial Report
NORTH CAROLINA PUBLIC SCHOOLS

N.C. DOCUMENTS
CLEARINGHOUSE

JUL 9 1993

N.C. STATE LIBRARY
RALEIGH

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
BOB ETHERIDGE, STATE SUPERINTENDENT



MESSAGE

One of the primary duties of the State Superintendent of Public Instruction, as described in the North Carolina Public School Laws, is to keep the public informed about the problems and needs of public schools and to report biennially to the Governor on these needs. The State Superintendent also is required to make recommendations for education improvements.

I take these duties very seriously. The needs of public schools in North Carolina are many, but so are our successes.

This Biennial Report and the biennial budget request contained in this document provide a capsule look at education in this state. This report is by no means all-inclusive. The duties of the Superintendent have changed to match the size and complexity of the public schools of the 1990s. That complexity will increase in future years.

The 1991-93 Biennial Report outlines progress that has been made in increasing expectations for students and schools, in meeting needs and in focusing on achievement. This capsule look shows that our students are scoring higher on the SAT, that more students are staying in school, that higher standards are in place for students, that additional resources are being put in schools to meet needs, and that accountability is now a comprehensive effort at all levels.

By no means can this 36-page booklet include all that is happening to improve schools or all that needs to happen. I hope that after reading through this material, you have a better understanding of the progress we have made and of the needs yet to be met. Many of these needs are summarized in the budget request section. This budget represents the work of the Department of Public Instruction staff and the State Board of Education.

Bob Etheridge
State Superintendent of Public Instruction

December 1992

CONTENTS

Basic Education Program 7

Salary Increases 11

Accountability 13

SAT Scores 17

Graduation Requirements 19

20 Points 20

Pre-School Programs 23

Testing 25

Dropout Prevention 27

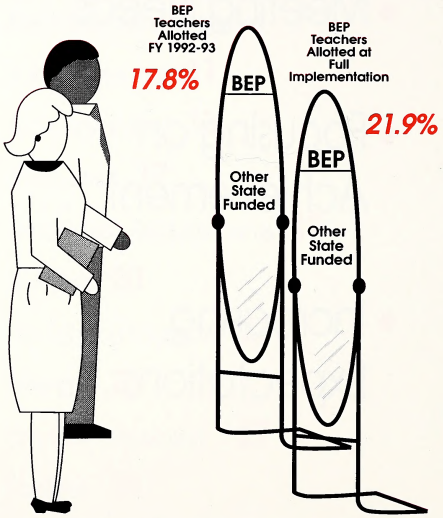
Facilities 29

Biennial Budget Request, 1993-95 31

- Meeting Needs . . .
- Focusing on Achievement . . .
- Increasing Expectations . . .

MEETING NEEDS

BEP Impact on State-Allotted Teachers



	BEP Teachers	Other State Funded	Total
Allotted in 1992-93	8,615	39,727	48,342
BEP Full Implementation	11,117	39,727	50,844

Basic Education Program

It started in 1983 as a directive from the General Assembly. Ten years later, many of the hopes and plans for improvement in local school systems are tied in to the resources scheduled to be funded through the Basic Education Program.

With the emphasis in North Carolina education turning to results and accountability, the focus on the most comprehensive plan for providing the resources needed has become even more critical.



Dr. Larry M. Bell, Superintendent, Sampson County Schools

"Our system could not have provided the services at the level that presently exists without the Basic Education Program. We have been able to expand our arts program, second language program and advanced placement curriculum. Academically, we have been rated above par on the state Report Card. This could not have been possible without the BEP."

The Basic Education Program was started as an effort to provide a comprehensive program of instruction for students in large and small, rural and urban school districts. A weak economy forced legislators to stretch the eight-year implementation schedule to 10, with full funding scheduled by 1995.

Teachers account for over 53 percent of all expenditures for public education in North Carolina. And, the BEP will be responsible for funding 22 percent of all the state-funded teachers when it is in place. Teachers are the heart and soul to school improvement plans, which are a major part of the accountability program in North Carolina.

Since the inception of the BEP in 1985, more than $550 million, or 63 percent of the total, has been funded. More than 50 percent of this amount has been used for teaching positions with most of the other funds being used for support personnel, clerical assistants in schools and vocational education.

Still, $307 million is yet to be funded. Twenty-eight percent of this amount is for additional teachers to reduce class size in grades K-3 and 9-12. However local systems have flexibility in using the positions. Sixty-three percent is to fully implement support personnel (assistant principals, media specialists, guidance counselors and teacher assistants). The remaining 10 percent is for additional school administrators and school-based clerical assistants.

(continued on page 9)

MEETING NEEDS
Impact of BEP Funding (1985-95)

	POSITIONS		
	BEP Funding 1985-93 (Note 1)	**BEP To Be Funded 1993-95 (Note 2)**	**Total BEP Funding at Full Implementation**
Teachers	8,615.0	2,501.5	11,116.5
Assistant Principals (Note 3)	334.5	309.2	643.7
Athletic Trainer Supplement	0.0	0.0	0.0
Instr., Lab, Media, or Clerical Assistants	0.0	3,870.0	3,870.0
Support Personnel (Note 4)	1,227.0	2,408.0	3,635.0
Teacher Assistants	(262.0)	2,079.0	1,817.0
Community Schools	0.0	0.0	0.0
Dropout Prevention	350.0	0.0	350.0
Exceptional Children	0.0	0.0	0.0
Staff Development	0.0	0.0	0.0
Summer School	0.0	0.0	0.0
Vocational Education	0.0	0.0	0.0
Consolidated Allotment *(Instructional Equipment and Instructional Supplies)*	0.0	0.0	0.0
Textbooks	0.0	0.0	0.0
School Administrators (Note 6)	(54.0)	380.5	326.5
Clerical Assistants	1,966.5	404.0	2,370.5
Finance Officers	100.0	0.0	100.0
TOTAL	**12,277.0**	**11,952.2**	**24,229.2**

	AMOUNT		
	BEP FUNDING 1985-93 (Note 1)	**BEP To Be Funded 1993-95 (Note 2)**	**Total BEP Funding at Full Implementation**
Teachers	$280,526,442	$86,439,365	$366,965,807
Total Percent Instructional	*50.8%*	*27.0%*	*42.0%*
Assistant Principals	14,196,180	15,746,921	29,943,101
Athletic Trainer Supplement	65,000	10,000	75,000
Instr., Lab, Media, or Clerical Assistants	0	62,616,600	62,616,600
Support Personnel	45,461,611	89,218,838	134,680,449
Teacher Assistants	(4,239,160)	33,638,220	29,399,060
Total Percent Instructional Support	*10.0%*	*62.9%*	*29.4%*
Community Schools	(932,959)	932,959	0
Dropout Prevention (Note 5)	29,308,366	0	29,308,366
Exceptional Children	31,110,008	0	31,110,008
Staff Development (Note 5)	3,511,334	0	3,511,334
Summer School (Note 5)	25,547,803	0	25,547,803
Vocational Education	55,242,815	0	55,242,815
Total Percent Categorical	*26.0%*	*0.3%*	*16.6%*
Consolidated Allotment *(Instructional Equipment and Instructional Supplies)*	15,743,013	0	15,743,013
Textbooks	11,901,434	0	11,901,434
Total Percent Consolidated and Textbooks	*5.0%*	*0.0%*	*3.2%*
School Administrators	(2,983,039)	22,151,451	19,168,412
Clerical Assistants	44,245,722	9,085,960	53,331,682
Finance Officers	4,273,478	0	4,273,478
Total Percent Administration	*8.2%*	*9.8%*	*8.8%*
TOTAL	**$552,978,048**	**$319,840,314**	**$872,818,362**
	63.4% of Total	36.6% of Total	100.0%

Note 1: Reflects the total impact of the BEP when compared to the allocation formulas used in 1984-85. Dollars are based on 1992-93 allotted salaries including benefits.

Note 2: Remaining funding is based on 1992-93 ADM. Dollars are based on 1992-93 allotted salaries including benefits.

Note 3: Assistant Principals 1985-93 funding is based on a 10 month position; 1993-95 is based on a 12-month position.

Note 4: Instructional Support – Certified personnel include Library/Media Specialists, Guidance Counselors, Psychologists, etc.

Note 5: Includes combined 1991-92 funding reductions of $16,749,527.

Note 6: Includes funding for Associate/Assistant Superintendents and Directors/Supervisors/Coordinators.

(continued from page 7)

The BEP represents just 16 percent of the total state funding for public schools. Many of the BEP dollars are being spent to remedy basic problems and needs.

Local school superintendents credit the BEP for providing resources to provide additional courses in mathematics, science, social studies and vocational education. A survey of local school superintendents found that, although some progress has been made in providing the arts, foreign languages and media and technology instruction, these areas have a way to go before full implementation.

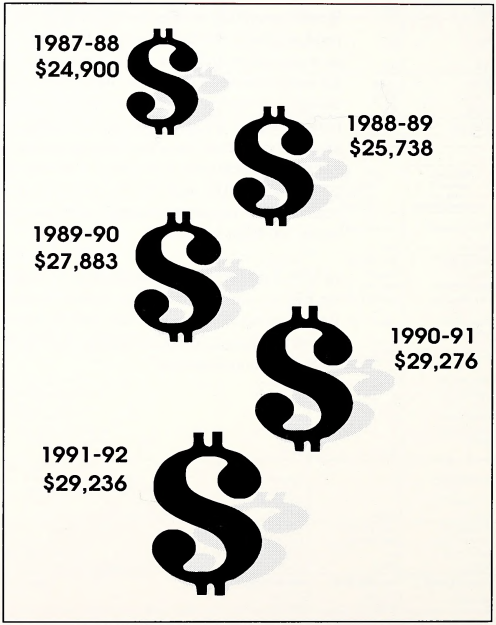
Besides providing teachers to reduce class size and expand programs, the BEP also includes funds to add guidance counselors and other support personnel, more money for equipment and supplies and help for at-risk students through remedial programs and dropout prevention efforts. School officials credit the $30 million in BEP dropout prevention funds with helping reduce the dropout rate to the lowest point ever. Just 2.7 percent of the total BEP dollars will be used for personnel in school system central offices (assistant/associate superintendents, supervisors and finance officers).

In 1991, legislators expressed the state's commitment to the BEP by stating that it is their intent "that until the Basic Education Program is fully funded, the implementation of the Basic Education Program shall be the focus of State educational funding."

MEETING NEEDS

Average Teacher Salaries

NORTH CAROLINA



Salary Increases

Mention the word salaries and most people will say that they should be higher. Mention the word teachers and many people will say that they don't know how they put up with all that they do and the level of responsibility they shoulder. And yet, a beginning teacher makes less per hour, per day, per child, than the average baby-sitter today.



Annie Pegram,
former North Carolina
Teacher of the Year,
Durham Public Schools

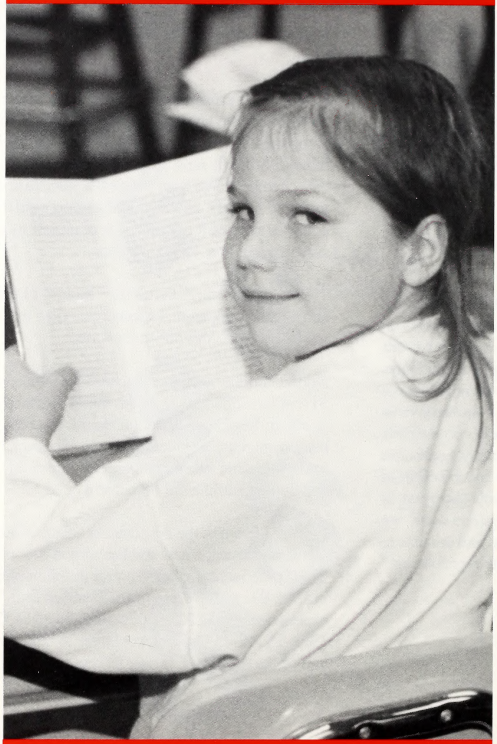
"I feel that all public school employees deserve an increase due to our efforts to reform education. The changes that are required involve exceptional commitment, accountability, continuous training and the ability to organize your life to handle pressure and stress. We need those who are able to best meet this challenge."

North Carolina has implemented a new salary schedule for teachers and has put into place a differentiated pay component for teachers who take on additional responsibilities. Still, the most experienced teachers top out on the schedule at less than $40,000 a year. A principal of a mid-size school makes just that amount, and the mid-point for salaries for supervisors of programs in school systems is right at $41,000 a year.

The need to continue to improve salaries of public school employees is apparent, especially in view of the fact that responsibilities continue to increase.

North Carolina's average teacher salary increased from $17,585 in 1982 to $29,236 in 1991. According to the Southern Regional Education Board, this represents a 73 percent increase. At the same time, however, Virginia's average teacher salary changed at a rate of 87.7 percent and South Carolina's at 86 percent.

In 1989-90, when the new teacher salary schedule implementation began, a new teacher earned $19,140 a year. This figure increased $680 a year at full implementation in 1992-93. At the same time, a teacher with 29 years of experience earned $27,650 in 1988-89 and $35,170 in 1992-93. North Carolina continues to rank in the bottom half of the states for average teacher salaries.



Accountability

School Improvement and Accountability Act of 1989



Henson P. Barnes,
President Pro Tem,
North Carolina Senate

"Through the Report Card, the accreditation program and Senate Bill 2, we've made tremendous strides in holding schools accountable. The enhanced role for teachers and parents through the school improvement program should make a real difference in our accountability efforts. The people have a right to expect results."

In 1989, the General Assembly heard the call from local educators for more flexibility in exchange for more accountability for performance and approved the School Improvement and Accountability Act, known informally as Senate Bill 2. This law was North Carolina's first widespread effort to encourage site-based management, and it was the first time that local educators could ask for and receive waivers of certain state laws and policies regarding education. In return for this flexibility, school systems were expected to be more accountable for student achievement through school improvement plans and specific student achievement goals. The Improvement and Accountability Act provided for a Performance Based Accountability Program, school system report cards and differentiated pay for certified staff. This act was amended by the General Assembly in 1992 to more clearly specify some components of the Performance Based Accountability Program.

Performance Based Accountability Program

Planning for improvement is the centerpiece of the state's Performance Based Accountability Program. Beginning in 1993, all participating school systems will develop three-year plans for improving student achievement. These plans, to be developed by local boards of education with the active involvement of a panel of teachers, administrators, school staff and parents, will serve as a guide to the entire school system. Each school, in turn, will develop strategies for achieving the system-level performance goals. These strategies will be developed by a panel including the principal, teachers, and other staff and parents of children attending that school. School-level plans will include requests for waivers from state laws and policies and a differentiated pay plan for certified staff. Each school's improvement plan and differentiated pay plan will be subject to a vote by building-level staff. Building-level school improvement plans must be approved by local boards of education.

(continued on page 15)

FOCUSING ON ACHIEVEMENT

Report Card:

The State of School Systems in North Carolina

Expected performance *(based on demographics)*	Achievement *(as compared to state average)*
☑ ABOVE PAR	☑ ABOVE AVERAGE
☐ PAR	☐ AVERAGE
☐ BELOW PAR	☐ BELOW AVERAGE

(continued from page 13)



Linda G. Lowe, Director,
Southeast Technical
Assistance Center,
Department of Public Instruction

"In the shift from regional education centers to technical assistance centers, we are experiencing a more focused effort on service delivery to local school systems. Action plans with goals and strategies that relate specifically to student achievement are jointly developed by technical assistance center staff and school system staff based on the Report Card information, test data and other pertinent data. Teamwork is the name of the game."

Report Cards

In 1990, North Carolinians got their first opportunity to see how well each school system in North Carolina was achieving and to chart educational improvement over time. The State Report Card gives citizens an overall view of each school system's community characteristics, demographics and accreditation status. The Report Card also lists how each school system's students perform on end-of-course tests, the Scholastic Aptitude Test and other achievement tests, what that system's dropout rate is and how that school system's achievement level compares to the state average and to similar school systems. The Report Card is released each winter.

Beginning in 1995, each school will produce a school building improvement report. This report card, required under the 1992 revision of the Performance Based Accountability Program, will show how student achievement improves over time at each school in the state.

Accreditation

The State's Accreditation Program is based on performance and opportunity standards — how well students achieve and how completely the school system provides opportunities for students to learn. For school systems choosing to participate in the Performance Based Accountability Program, accreditation is streamlined and entails only an assessment of whether or not the system meets 75 percent of the performance standards for accreditation. Accreditation status is a part of the State Report Card.

SAT Scores

State-by-state

Here are 1992 average SAT scores, for states where the SAT is the dominant college admission exam, with changes between 1991 and 1987.

	1992	1-Year Change	5-Year Change
Alaska	908	-12	-16
Calif.	900	+3	-6
Conn.	900	+3	-12
Del.	895	+3	-15
D.C.	842	+2	0
Fla.	884	+2	-9
Ga.	842	-2	+2
Hawaii	878	-5	-3
Ind.	868	+3	-6
Maine	882	+3	-17
Md.	907	+3	-7
Mass.	902	+6	-7
N.H.	923	+2	-15
N.J.	891	+5	-1
N.Y.	882	+1	-12
N.C.	**855**	**+11**	**+17**
Ore.	925	+3	-3
Pa.	877	+1	-14
R.I.	881	+1	-17
S.C.	831	-1	-1
Texas	876	+2	+1
Vt.	897	+7	-17
Va.	893	+3	-14
Wash.	916	+3	-35
USA	899	+3	-7

USA Today, August 27, 1992

SAT SCORES: North Carolina & National

	NORTH CAROLINA			National	Difference
Year	Verbal	Math	Total	Total	(National/ N. C.)
1992	405	450	855	899	-44
1991	400	444	844	896	-52
1990	401	440	841	900	-59
1989	397	439	836	903	-67
1988	401	440	841	904	-63
1987	400	438	838	906	-68
1984	395	432	827	897	-70
1978	390	424	814	897	-83

SAT Scores

North Carolina has turned itself into a "can do" state since falling to last in the nation on average Scholastic Aptitude Test (SAT) scores in the autumn of 1989. Since then, the Tar Heel state has led the nation in improvements that have effectively made the annual release of the SAT scores a time of celebration rather than gloom.



Judge L. Richardson Preyer, Chairman, Task Force on Excellence in Secondary Education, (commenting on North Carolina's big boost in SAT scores, 1992)

"Our relative growth is impressive.... These results will give us encouragement— will give us momentum... I think we're on the way in North Carolina."

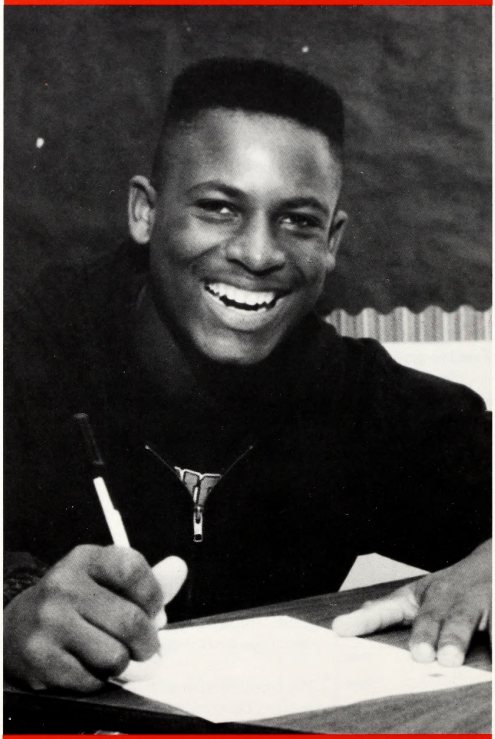
The average scores increased 11 points in 1992, moving North Carolina well ahead of South Carolina, the District of Columbia and Georgia, all states that exceeded it in 1989. Moreover, the gains since 1989 have spurred other states to begin looking at North Carolina to see what it has done to achieve a three-year gain of 19 points while the nation was losing 4 points, a net gain for North Carolina of 23 points.

How did it happen?

North Carolina decided in 1989 that it would not accept last place in the nation and would do something about it. That "something" included a Task Force on Excellence in Secondary Education, stress on having students take the PSAT, more rigor in the curriculum and accountability that put public awareness to work on behalf of increased student achievement. The entire staff of the Department of Public Instruction was put on notice that improving the SAT scores was a priority.

As a result, North Carolina—tied with Georgia in 1991—now leads that state by 13 points on the SAT and trails Indiana by the same margin. DPI leaders say the state has moved out of the bottom rung of states and now can hope to achieve with Hawaii, Texas and New York in the future. North Carolina's improvements have come at a time when the national scores were declining.

The emphasis on improving the SAT average has also had an effect on other test scores, DPI officials believe. The attention to the SAT has made it possible to change the state's high school graduation requirements, to instill more rigor in the curriculum and to make accountability palatable to school administrators.



Graduation Requirements

High school graduation requirements are one method of raising standards and instilling more rigor into the public school curriculum. To that end, one of the items in the 20 Point Plan for Reshaping K-12 Education called for increasing the rigor of high school requirements. In 1991, the State Board of Education approved new high school graduation requirements that expect students to complete 20 credits, including Algebra I and biology and physical science. North Carolina is the first state to require Algebra I. The new requirements go into effect with ninth graders who entered high school in 1992-1993. Local boards of education may increase requirements beyond the state's minimum.



Dr. Sammie Campbell Parrish,
Superintendent,
Cleveland, Ohio Public Schools
Former Assistant Superintendent
for Program Services,
Department of Public Instruction

"We know that the fact that student achievement in North Carolina is currently below our expectations and the expectation of our citizens is only a temporary condition and a reflection of what is, not what can or will be."

INCREASING EXPECTATIONS

North Carolina High School Graduation Requirements

OLD REQUIREMENTS

4 units in English;
2 units in mathematics, not specified;
2 units in social studies, one of which must be in government and economics and one in U.S. history;
2 units in science, one of which must be a physical science;
1 unit in physical education and health;
9 units designated by the local school systems, which may be undesignated electives or courses designated from the Standard Course of Study.

NEW REQUIREMENTS

4 units in English
3 units in mathematics, one of which must be Algebra I;
3 units in social studies, one of which must be in government and economics, one in U.S. history and one in world studies;
3 units in science, one of which must be biology and one a physical science;
1 unit in physical education and health;
6 units designated by the local school system, which may be undesignated electives or courses designated from the Standard Course of Study.

*** Local Boards of Education may increase high school graduation requirements beyond the state requirements.**

RESHAPING 20 POINTS EDUCATION

Of the 20 points in the plan to reshape education, four are complete, two are almost complete, six require funding or other legislative action and eight are in progress.

Complete	Funding/Legislation Required	In Progress
Point 4 ✔	Point 1	Point 5
Point 7 ✔	Point 2	Point 6
Point 8 ✔	Point 3	Point 10
Point 20 ✔	Point 9	Point 11
	Point 13	Point 12
	Point 15	Point 14
		Point 16
		Point 17
		Point 18
		Point 19

20-Point Plan

Progress is being made in carrying out the 20-Point Plan developed by the Department of Public Instruction, in the fall of 1990. These 20 points set goals for solving fundamental problems.

Four points are complete with another two points to be completed soon. Six points require legislation and/or funding. The remaining eight will be completed between June of 1993 and May of 2000.

1. Provide pre-kindergarten programs for all economically disadvantaged 4-year-olds who are at risk of school failure.

2. Require school attendance from age 5 to age 18 or high school graduation.

3. Require school attendance or graduation as a condition for holding a driver's license in North Carolina.

4. Implement dropout prevention/intervention programs in middle and high schools with the highest dropout rates.

5. Enlist employers in North Carolina to establish a policy that permits parents up to eight hours of school involvement leave per year to participate in efforts to improve student achievement.



Bob Etheridge, State Superintendent, North Carolina Department of Public Instruction

"This plan targets some of the most fundamental education problems with simple, and, in most cases, inexpensive solutions. It will take courage to make such changes in our schools. Our children must not wait. Their needs come first."

6. Modify the Average Daily Membership (ADM) funding basis to provide incentives to local school districts to improve attendance rates.

7. Limit the work hours of students during the school week.

8. Confine the teaching of driver education to before school, after school, or summer.

9. Provide more instructional time by extending the school year from 180 days to 200 days and by exploring alternative school calendars.

10. Strengthen the entire curriculum to reflect a major emphasis on critical thinking and problem solving concepts at every grade level, pre-K through grade 12. Align the state assessment program with the standard course of study.

11. Require a challenging high school curriculum for all students to include the following requirements: 4 units of English, 3 units of mathematics (to include algebra), 3 units of science (to include a unit in biology and a physical science), 2 units of social studies, 1 unit in foreign language/humanities, 1 unit in health and physical education, and 6 electives to total 20 units.

12. Provide students going directly to the work force with a transcript of specific skills and competencies mastered which can be presented to prospective employers upon graduation.

13. Offer Advanced Placement courses in all high schools or assure that they are available to all students.

14. Identify essential competencies for selected high school courses, allowing student mastery rather than "seat time" or the 150 clock hour requirement to determine course credit.

15. Promote the professionalism of teachers to include a revision of annual leave policies, salaries at the national average and improved working conditions.

16. Eliminate all current regulatory requirements that inhibit efforts to raise student achievement.

17. Establish a "restructuring consortium" to support systematic efforts to restructure North Carolina schools as needed in the 21st century.

18. Develop and administer an annual "report card" measuring the quality of Department of Public Instruction service to local school systems.

19. Restructure the Department of Public Instruction to provide integrated, intensive technical assistance to local school districts.

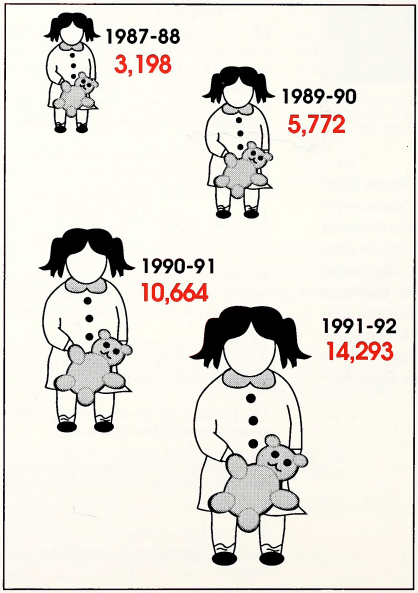
20. Change the Department of Public Instruction regional delivery system by consolidating the current eight regional centers into four Technical Assistance Centers.

MEETING NEEDS

Pre-K Children

Served through the North Carolina Public Schools

Year and children served



Pre-School Programs

Three- and four-year-olds are being served in the public schools through a series of programs involving families with their child's learning. Although the programs vary, most are made up of a network of services including parenting skills and health information. While services for children with disabilities are now required, with local school units receiving both state and federal funds to provide for these children, other public school services are optional for local school systems.

Pre-Kindergarten Services

Chapter 1 - These federal programs typically serve 16-18 educationally disadvantaged 4-year-old children and are staffed by one certified teacher and one teacher assistant. Parent involvement is a strong component of the programs.

Chapter 1 Even Start - Authorized under Chapter 1 of the Elementary and Secondary Education Act of 1989, these programs provide additional funds to local school systems to improve the education of children and adults. Services are provided to prekindergarten children while their parents receive services in basic skills.

Child Care Services, Vocational Education - These child care services programs provide high school students an opportunity to develop competencies needed to enter the child care profession by working with pre-school children.

Kenan Model Programs - The Kenan Foundation has awarded grants to four local education agencies to develop adult literacy programs which also provide services to young children of participating adults. Adults are engaged in GED course work and spend a portion of each day in the center working with their own children.

Pilot Programs - Early childhood pilot programs have been funded in several local school systems through various sources, including the Mary Reynolds Babcock Foundation, Chapter 2, and the U. S. Office of Education.

Parents as Teachers - In addition to the other programs for 3- and 4-year-olds, several school systems have initiated Parents-As-Teachers programs, which provide primarily in-home services for parents and children from prenatal through age 3.

Pre-School Handicapped Programs - Public school services for 3-and 4-year-old handicapped children are supported through a combination of federal, state, and local funds. The 1991 General Assembly enacted H. B. 1679, mandating these services for all children by July, 1991. Children served must be identified as handicapped according to the categories and eligibility criteria approved by the State Board of Education.

INCREASING EXPECTATIONS

Testing in North Carolina

Children may take one or more of the following tests at the grade levels indicated.

GRADES 1 AND 2

First and Second Grade Assessment
(Portfolios of student work)

GRADES 3 THROUGH 8

- N.C. End-of-Grade Tests
- Minimum Skills Diagnostic Tests
  (if there is evidence that additional or special help is needed)
- N.C. Competency Tests
  (minimum scores required for high school graduation - initial administration at end of grade 8)
- National Assessment of Educational Progress
  (student sample, not all students tested)

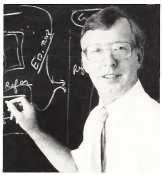
GRADES 9 THROUGH 12

- N.C. End-of-Course Tests
  (some tests administered earlier than grade 9)
- N.C. Competency Tests
  (if minimum scores not achieved in grade 8)
- National Assessment of Educational Progress
  (student sample, not all students tested)
- Preliminary Scholastic Aptitude Test
  (Both N.C. and national administrations recommended for college-bound students)
- Scholastic Aptitude Test
  (recommended for college bound students)

In addition to the above tests, other types of tests determined necessary and helpful by the local school board may also be administered.

Testing

North Carolina students, teachers, curriculum directors, and school administrators are facing up to a fact of modern life. The old ways aren't good enough anymore and neither is the California Achievement Test. Schools of the future must teach students to solve problems, use their brains, and prepare themselves for a world where change is the only constant.



Dr. William J. Brown Jr., Director, Division of Accountability Services, Department of Public Instruction

"The educational system that served an industrial society cannot meet the needs of our current or future information society. The revised curriculum is designed to develop students into thinkers as well as masters of skills. The new tests developed in North Carolina will measure how well students have actually been taught."

End-of-course tests and end-of-grade tests, currently being developed by the Department of Public Instruction, will be in the hands of students before the end of this school year. End-of-grade tests will be administered to students in grades 3-8. End-of-course tests will be administered to grades 9-12 students at the end of selected courses.

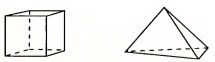
Both end-of-grade and end-of-course tests are designed to find out what students have learned from the revised Standard Course of Study. This revised curriculum and the new tests are supposed to take the guess work out of what is expected at each grade level and improve student performance on higher level thinking skills.

For teachers, the new direction in curriculum and testing will mean finding different ways of helping students learn. Teachers who have relied on lectures and rote learning will find that the new curriculum and new tests are designed to move students to higher levels of competencies and provide a better way to determine mastery of knowledge and skills.

END-OF-GRADE TEST
Sample Mathematics Item
Grade 3

Open-Ended Test Item

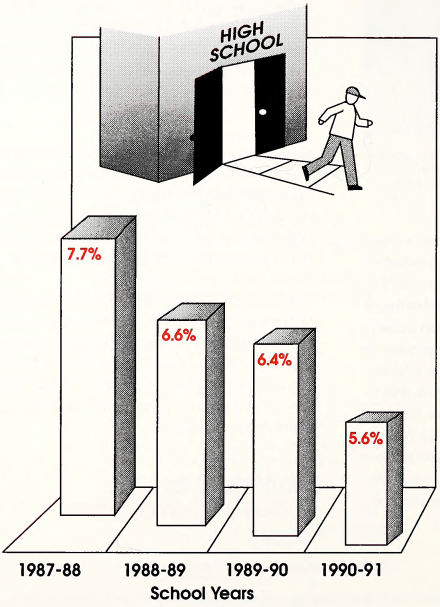
How are these figures alike and how are they different? Tell as many things as you can.



Alike	Different

INCREASING EXPECTATIONS

Annual High School Dropout Rates



Note: Rates were estimated prior to 1988-89

Dropout Prevention

North Carolina is making progress in reducing the number of students who drop out of school. Three years ago, schools were losing three busloads of students a day. Now, that number is down to two busloads.



Johnnie McLaughlin, Director, Division of Student Services, Department of Public Instruction

"We are proud of the fact that 4,500 fewer students dropped out of school in 1990-91 than just two years previously. Part of the reason we now have the lowest dropout rate in history can be attributed to the BEP funding. But, of even more importance has been a shift in educational expectations. We expect students to go to school and to earn a high school diploma. That's their job!"

In 1988, 22,400 students dropped out of school. That number is down to 17,850, and North Carolina is leading the nation in dropout prevention efforts. In 1987-88 the rate was 7.7 percent for grades 9-12. It fell to 6.6 percent in 1988-89, and to 6.4 percent in 1989-90. For 1990-91, the rate was 5.6 percent.

Dropout prevention is a priority of the Basic Education Program, with the BEP providing $30 million annually for dropout prevention efforts. Local school systems use this money to provide services tailored to meet the needs of students at risk of dropping out.

The School Improvement and Accountability Act also has played a major role by encouraging educators to set high standards for student achievement and by giving educators more freedom from state policies that may have hindered creative solutions to these problems.



Facilities



Dr. Charles Weaver,
Assistant Superintendent,
Auxiliary Services
Department of Public Instruction

"Many of the classrooms that are in use today are simply not in good enough condition. In many places, the quality of the buildings does not jibe with the high priority we place on education in this state. These buildings weren't built for the classrooms of today and certainly not for the classrooms of tomorrow."

Chances are, if you are a student in school today, your parents or their peers could have attended school in the same building. That's because approximately 21 percent of the school buildings in use today are over 40 years old, 30 percent are over 30 years old and 49 percent of the buildings in use today have been built since 1960. The fact is, there are a lot of old buildings in use today even though there have been a number of school buildings built since 1987.

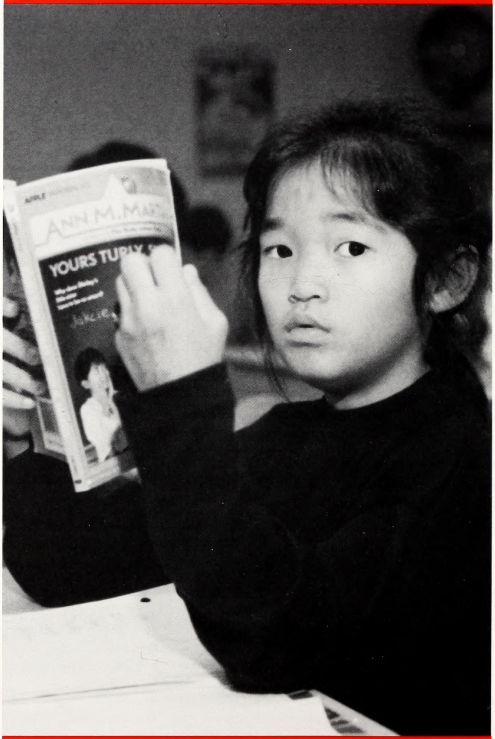
Exact figures are not available, but school planners estimate school construction needs in the $5 - $10 billion range. Plans filed by school systems in 1988 revealed a statewide need for facilities totaling $3.7 billion. Using state and local funds, school systems have completed projects totaling $1.6 billion. Estimates are that an additional $800 million will be available over a 5-year period for school construction. This leaves a shortage of $1.3 billion just to cover the needs identified in 1988.

Other factors that influence the need for facilities—the number of students enrolled, environmental concerns and the need for modern technology and modern teaching methods—also have school planners upping their estimates of the funding needs.

By 1995-96, enrollment in grades K-5 will increase 11.5 percent; grades 6-8 will increase 6 percent and grades 9-12 will increase 4 percent. By 2001, enrollment in grades K-5 will increase 14 percent, grades 6-8 will increase 22 percent and grades 9-12 will increase 13 percent.

In addition, the increase in pre-school education programs in public schools also creates a need for more classroom space.

Facilities funds are generally distributed to school systems through the Capital Building Fund (for all school systems on a per student basis) and the Critical Needs Fund (for systems deemed eligible by the Critical Needs Commission).


YOURS TUPLY

Public School Needs

Biennial Budget Request for 1993-1995

Public School Needs

Biennial Budget Request, 1993-95

1. Salary Increase

Need

The new teacher salary schedule is in place, after a three-year implementation, but teacher salaries in North Carolina still lag behind those of teachers in at least 20 other states. The new salary schedule resulted in a $680 a year increase in the starting salary of beginning teachers, from $19,140 to $19,820 a year. At the top of the scale, the salary increased from $32,708 to $36,049. North Carolina's average teacher salary of $29,236 ranked the state 33rd in the United States (based on NEA Rankings, 1991-92 estimate). Over 10 other states have average salaries that are higher than the top of the North Carolina teacher salary range. Of the last 10 years, the percentage increase in average teacher salaries in North Carolina was lower than the average United States increase in six of the 10 years.

Salary increases of 6 percent are requested in the biennial budget for 1993-94. This request is for all public school employees.

Cost	1993-94
6 percent increase—all public school employees	$171,428,298

2. Basic Education Program

Need

Classroom teachers to reduce class size and expand programs, clerical assistants to help teachers spend more time on their jobs, counselors to provide help for students in need, and funds for supplies and equipment and special programs are all provided under the Basic Education Program. To date, the BEP has funded over 8,000 teachers, 1,227 support personnel (media specialists, counselors, psychologists), and close to 2,000 clerical assistants. These employees are having a direct impact on the instructional program that is provided in North Carolina's public schools.

During the eight years of the BEP, 63.4 percent or approximately $553 million, has been funded. Still to come are 2,500 teachers, 3,870 instructional, media or clerical assistants, 2,400 support personnel and 2,000 teacher assistants. Also scheduled are 380 administrators and 400 clerical assistants. Local school systems have flexibility in the use of these positions. The expansion budget request is to complete the BEP funding by 1995.

Cost	1993-94	1994-95
New positions	$159,244,990	$319,840,314

3. Senate Bill 2 / Differentiated Pay

Need

There is a need to increase the salaries of public school teachers to better compensate teachers for the responsibility of the position. But, there also is a need to reward those teachers who assume additional responsibilities and who demonstrate outstanding performance. This reward is made possible through differentiated pay which is provided as a bonus or supplement. Which employees receive these bonuses is

determined by guidelines set out in individual school differentiated pay plans. These plans are a part of the local school Performance Based Accountability Plans. Parents, the principal and faculty representatives are all involved in developing the differentiated pay plan. All eligible staff in a school vote on the plan and the majority must approve the plan before it is sent to the local board of education for inclusion in the systemwide plan. Local boards are required to develop the plan for differentiated pay for eligible central office staff members. Systemwide differentiated pay plans may be in effect for up to three years. Legislators provided 2 percent of local salaries for differentiated pay for 1992-93.

Cost	1993-94	1994-95
3 percent of salaries	$58,241,088	$77,654,784

4. Accountability Measures

Need

Is North Carolina's testing program measuring what students are learning with the revised curriculum? Are North Carolina students performing up to par? Are the schools? These questions are all answered through the accountability package that has been mandated by legislative actions. The state accreditation program, local school system report cards, and local school system improvement plans all are designed to point out areas of weaknesses, to improve the performance of students and to help parents and other citizens learn how their schools are performing. A new feature, added by the 1992 General Assembly, calls for individual school report cards, another way of being accountable. In conjunction with the revised curriculum, there is a new testing program in place, end-of-course/end-of-grade tests. These tests require students to think more and to apply knowledge. The end-of-grade tests are designed for students in grades 3-8 and replace the California Achievement Tests. End-of-course tests are used in five high school courses. Testing information is used by teachers and parents to assess student performance, by administrators to determine strengths and weaknesses of programs and instructors and by communities to judge the performance of their schools against other communities and states.

Cost	1993-94	1994-95
End-of-Course Science Test	$565,000	$565,000
Report Cards and Accreditation	$50,000	$50,000
End-of-Grade/End-of-Course Tests	$3,839,000	$3,839,000

5. Textbooks

Need

One basic need in schools is for textbooks. The General Assembly opened the door to more adequately fund textbooks in 1992 with a $3 per student increase to $25. With an average textbook costing $24 and the state funding barely one new book a year for each student, the burden rests with the local systems to shift funds around or to make other provisions for books. In addition, enrollment is expected to continue to increase, resulting in the need for many new books. A provision in the Basic Education Program calls for textbook funding to be allotted at $20 in constant 1985 dollars for each student. Textbooks that cost $20 in 1985 now cost $33.42. The cost to bring the current funding level to constant 1985 dollars is an additional $8.42 per student.

Cost	1993-94	1994-95
At $33.42 per student	$11,254,413	$11,254,413

6. Exceptional Children

Need

In the last four years, the number of exceptional children has increased but funds to serve these children have remained the same. Local systems have been forced to spread the existing dollars to meet the needs of the additional students. Federal and state laws mandate appropriate special education and related services to all identified handicapped children. And, state law mandates services to all academically gifted students. A 1990 exceptional children funding study by the Frank Porter Graham Institute found that the cost to educate handicapped students is two times the cost for non-handicapped students. The study also found that the level of funding for exceptional children programs in North Carolina is well below the national average.

Cost	1993-94	1994-95
Increased funds per child of $145 for 1993-94 and $150 for 1994-95	$25,753,893	$50,026,825

7. At-Risk 4-Year-Olds

Need

Quality pre-school education programs result in savings of at least $6 for every dollar spent. The need for such programs in North Carolina is great since the state has the highest percentage of working mothers, the 11th highest poverty rate, an inadequate supply of day care centers and a high dropout rate. Not only is there a need for pre-school programs to better prepare these children, there also is a need for family support services for the parents or guardians of at-risk young children. The Department of Public Instruction proposes to phase in over a three-year period a quality pre-school education program with a family services component. A total of 332 new classes for at-risk 4-year-olds will be provided in each year of the biennium to meet the needs of 5,312 new children each year. One teacher and one teacher assistant will be provided for each class of 16 four-year-olds. Also, family services coordinators will organize interagency, on-site services for families of these children.

Cost	1993-94	1994-95
Programs for 5,312 children (Additional 5,312 children in 2nd year)	$23,579,214	$45,398,819

8. Advanced Placement Courses

Need

Advanced Placement courses are more rigorous and challenging than other courses and represent a savings to students and to taxpayers when college credit is granted for passing these courses and tests. The availability of AP courses and exams in North Carolina high schools is much more limited than in Virginia and in South Carolina. North Carolina's low rate can be attributed to the fact that small schools cannot afford the small classes that are necessary, that poor students cannot afford the cost of the exams, that students are not prepared to take the challenging courses and that there is a shortage of AP teachers. The goal in this state is to increase the participation of high school students taking AP courses and exams from 13,000 in 1992-93 to 16,000 in 1993-94, 19,000 in 1994-95 and up to 22,500 by 1997-98.

Cost	1993-94	1994-95
Increase participation	$1,661,000	$1,949,000

9. Teacher Professionalism Program

Need

New teachers have a lot to learn, and who better to teach them than experienced teachers? That is the idea behind the program for initially certified teachers that matches these new teachers with mentors. This program is in place on a limited basis but there is no specific state funding to pay the costs. Funds are requested to provide release time for mentors and initially certified teachers, and other program costs.

Cost	1993-94	1994-95
Rate of $1,685 per initially certified teacher	$5,897,500	$5,897,500

10. Low Performing Units

Need

North Carolina's comprehensive accountability program is resulting in the identification of systems that need the most help in making improvements. These systems are developing improvement plans. For these systems, a primary need is to provide staff development for teachers. Funds will be used to extend teacher contracts for a designated number of days to ensure that staff members can participate in training. Funds also will be used to help involve parents in the improvement effort.

Cost	1993-94	1994-95
Improvement efforts	$7,388,046	$7,388,046

Additional Budget Requests

11. Increase Instructional School Days—Grants to local systems to encourage alternative school calendars by lengthening the school day or year.
1993-94 $3,750,000 1994-95 $3,750,000

12. Extension of Compulsory Attendance Requirements—Begin phase-in of requiring school attendance from age 5 to age 18. Ages 6 and 17 will be phased in starting in 1994-95 and ages 5 and 18 will be required effective 1996-97.
1993-94 -0- 1994-95 $20,912,600

13. Emerging Technologies Initiative—Purchase new computer equipment and other telecommunications equipment for schools.
1993-94 $23,212,060 1994-95 $23,043,340

14. Extended Employment for Teacher Training and Development—Provide stipends to pay teachers for three extra days of training beyond the school calendar.
1993-94 $13,636,083 1994-95 $13,636,083

15. Retooling North Carolina Teachers for the 21st Century—Train approximately 23,500 teachers who will then train other teachers in the revised curriculum.
1993-94 $1,102,233 1994-95 $1,122,977

16. Transportation Information Management System—Fund ongoing support of TIMS, including training, state assistance and new software.
1993-94 $505,000 1994-95 $510,000

17. Supplemental Funding for Low Wealth Counties—Continue funding increases for counties identified as low wealth.
1993-94 $15,000,000 1994-95 $25,000,000

18. Media Equipment—One-time funding for televisions and VCR playback equipment for distribution of instructional programming from a central location to individual classrooms (grades 9-12).
1993-94 $9,227,849 1994-95 -0-

19. Finance Officer Salaries—Provide funding for one finance officer in each school system (as opposed to one for each county).
1993-94 $1,894,698 1994-95 $1,894,698

20. School Bus Replacement—Return to the recommended school bus replacement rate of 1/13 of the fleet each year.
1993-94 $24,315,485 1994-95 $26,439,042

21. Planning for LEA Funding Model—Provide $25,000 in planning funds for 10 school systems to develop a model for flexibility in distributing and using state funds.
1993-94 $250,000 1994-95 -0-

22. PSAT Testing Program—Funds for all students who are enrolled in Algebra I or who have taken this course to take the Preliminary Scholastic Aptitude Test.
1993-94 $522,720 1994-95 $522,720

23. Materials, Supplies and Equipment—Increase funding for materials, supplies and equipment for Vocational Education, Tech Prep, Science, Math and Computer Science.
1993-94 $16,003,500 1994-95 $16,003,500

24. Contingency Reserve—Adjust for the rising enrollment in schools by increasing the Contingency Reserve used for tenth day and class size adjustments to one-half of 1 percent of the State Public School Fund.
1993-94 $11,335,266 1994-95 $11,335,266

25. UERS—LEA Hardware—Replace the remaining System 36 equipment in 30 school systems with the IBM AS/400 computer equipment.
1993-94 $1,483,287 1994-95 -0-

26. SIPS Charges—Fund the costs associated with data processing and telecommunications for DPI use of the State Information Processing Services (SIPS).
1993-94 $681,902 1994-95 $773,907

27. Foreign Language Institute—Provide training for foreign language teachers through summer institutes (funding has been provided through a special provision).
1993-94 $300,000 1994-95 $300,000

28. Governor's Schools—Provide appropriate funding for the operation of a quality program for students who attend Governor's Schools.
1993-94 $200,000 1994-95 $200,000

29. Workers' Compensation—Workers' Compensation costs have increased significantly over the last few years and an increase in funding is needed to meet these costs.
1993-94 $4,500,000 1994-95 $5,500,000

30. Short-Term Disability—Fund short-term disability payments in local school systems.
1993-94 $3,976,000 1994-95 $3,976,000

31. Annual Leave—Provide adequate funding for annual leave for classroom teachers.
1993-94 $2,371,000 1994-95 $2,600,000

32. Substitute Teacher Pay—Fund substitute teacher pay at projected cost.
1993-94 $679,000 1994-95 $700,000

33. Longevity—Provide adequate funding for longevity pay. Longevity payments have been approximately double the amounts budgeted for the last two years.
1993-94 $7,000,000 1994-95 $7,000,000

34. Unemployment Compensation—Provide adequate funding based on needs in previous years.
1993-94 $500,000 1994-95 $600,000

STATE LIBRARY OF NORTH CAROLINA
3 3091 00584 8403

Date Due

ill. 92449 12	JUL - 6 1995		